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ABSTRACT

This issue contains a special report on education in Papua New Guinea, nine reviews of recent publications and studies, and brief descriptions of 14 Asian educational documents. The special report discusses the political, economic, and historical background of education in Papua New Guinea; describes goals of the five-year plan for 1976-80; and identifies educational reforms since 1970 in areas of administration, curriculum, enrollments, and budgeting. Reviews of recent publications present information about programs for rural youth in the Philippines; functional literacy and life planning in Thailand; village primary education in Pakistan; nonformal education for dropout children in India; employment of university graduates in Thailand; and work experience programs in schools in India. Educational documents which are briefly described include topics such as development of primary education in Bangladesh; model training programs for inspecting officers in India; development of tests of basic skills in Korea; and a review of a modern educational history of Japan. (AV)

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Education in Asia
Reviews, Reports and Notes

Number 12 September 1977

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This publication contains special reports on educational developments, together with reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia. We invite officials of Asian Member States, members of international organizations and all interested readers to send recent publications for possible review or mention in the next issue, as well as information on new education policies or major programmes.

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EDUCATION IN PAPUA NEW GUINEA

Papua New Guinea, the latest Member State of Unesco in the Asia and Oceania region, is entering a new phase of educational development following the attainment of independence in 1975. The following article is abstracted from a report on educational developments in the country which was presented recently at a regional meeting convened by Unesco at Bangkok (25-28 July 1977) in preparation for the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania.

Political, economic and historical background

In considering recent developments in the Papua New Guinea educational system in the 1970s, the following events are significant:

1. In September 1975, Papua New Guinea became independent. The two preceding years were years of preparation for that event, and the years since have been a period of defining and expressing a national identity as an independent nation.

2. The June 1977 elections constitute the first elections of a national government by an independent Papua New Guinea people. The government which emerges from these elections, a government yet to be formed, may wish to introduce major new changes in social and educational policies.

3. The Australian grant, even now exceptionally large[1], is nevertheless a rapidly diminishing resource, not only in real purchasing power but in terms of effective per-capita subsidy when related to rapidly rising expectations of education and other social benefits[2] and in relation to a population growth rate which is currently expanding from 3.1 per cent to an anticipated 3.5 per cent per annum.

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1. A guaranteed A$ 1,000 million (US$ 1,110 million) over the first five years following independence.

2. Per-student secondary expenditures were US$ 477 in the 1975/76 financial year.

It is important, too, to bear in mind that the Papua New Guinea educational system, virtually non-existent prior to 1947, expanded very rapidly during the 1960s and 1970s. Grade I enrolments in primary schools, 18,482 in 1960, were 44,298 in 1970 and 51,686 in 1975. Secondary school enrolments, 6,913 in 1965, were 28,916 by 1975.

The Education Five-Year Plan

This plan was approved in principle in February 1976[3] as a basis for the development of the educational system over the period 1976 to 1980. At the time it was approved in principle, the Secretary for Finance warned that there was no guarantee that sufficient finances would be available to meet the plan targets. Funding of expansion would be approved on an annual basis only. The aims of the plan were:

1. To increase enrolment opportunities in community (primary) schools, moving as rapidly as possible towards universal primary education while not alienating students from their local communities. Specific targets were to lift enrolments of seven-year-old students in Grade I from 67.8 per cent of the age-group in 1975 to 82 per cent of the age-group in 1980, in such a way as to reduce differences between provinces to an insignificant level by 1980.[4]

2. To raise secondary school enrolments from 28,916 in 1975 to 41,516 in 1980, by the opening of 34 new secondary schools spread throughout the provinces in such a way as to reduce the range in the provincial percentages of 13-year-olds entering secondary schools from 42 per cent (1975) to 31 per cent (1980). It was not possible to achieve these targets of reducing inequalities in access to secondary education without expanding secondary outputs well beyond identified trained manpower needs.[5] The result is a steadily growing proportion of secondary school leavers for whom further training or employment opportunities cannot be identified,[6] thereby requiring a substantial re-orientation of secondary school curricula towards local community needs.

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3. By the government which has just completed its term of office.

4. The range in 1975 was from 42.7 to 132 per cent of the age-seven population in the province.

5. Except by expanding enrolments in the disadvantaged provinces at the expense of enrolments in the advantaged provinces.

6. Up to half of Grade X leavers by 1980.

3. Expansion of Senior High Schools and Technical and Teachers Colleges to train sufficient persons to meet identified manpower requirements.

4. Maintenance of 5,000 places in non-formal 'vocational centres' to provide practical skill training adapted to local community needs for adults and school leavers (generally in courses lasting up to one year).

5. To plan also provides for continuation of the present structure of the educational system (six years of primary education, commencing at age 7, followed by four years of secondary; instruction to be in English from the first day of primary school.)

Other targets spelled out in the plan include:

1. Growth in education opportunities to be concentrated in the relatively disadvantaged provinces;

2. Increasing contributions in cash and in kind by parents and students towards school costs;

3. An increase in the proportion of female students at all levels;

4. Localization of all administrative positions and of as many teaching positions as possible;

5. Development of a national identity and national pride.

Education reforms, 1970 to 1977

1. Localization. By far the most noticeable change over this period of developing self-government and independence has been the wholesale replacement of foreign executives by nationals (Secretary and Assistant Secretaries 90 per cent, Provincial Superintendents 100 per cent, teaching force from approximately 66 per cent national to approximately 90 per cent national). This relatively rapid handover of control has been achieved while maintaining a moderate level of efficiency. This smooth transition has been made possible through a very elaborate programme of selection and training of education executives, ranging from senior assistants in schools through headmasters and inspectors to provincial and national superintendents, making extensive use of specially developed administrative training programmes at national Teachers' Colleges and at the University of Papua New Guinea and of suitable overseas programmes in Australia, the U.K. and other donor countries.

2. Decentralization. During this period the Education Act of 1970 was implemented, leading to massive decentralization of what would otherwise have been a highly centralized system on the pattern of the

Australian State educational systems. Educational planning was placed in the hands of a National Education Board, comprising a majority of non-education representatives (from other government departments, from church education agencies, from the community, from private bodies, from interested parents' bodies) together with representatives from the Teachers' Association and the Education Department. The planning and administration of education in the districts (now provinces) was placed in the hands of District Education Boards similarly constituted. It has taken considerable effort over many years to persuade national administrators to surrender real decision-making power to local authorities. This development will now however be reinforced through the implementation of the 1977 Organic Law, which places District Education Boards under the control of Provincial Governments, thus giving those governments final powers in respect of many decisions concerning educational planning and administration.

3. Curricular re-orientation. Over and above the regular programme of improving school curricula, much of the programme implemented with Unesco assistance (English, Science, Mathematics and Social Science), political and economic realities have forced a number of major changes in the orientation of schools:

a) A Dynamic National Culture - with the significance of developing a national identity in the period immediately preceding and following the declaration of independence, a veritable cultural renaissance has taken place through the schools. Fridays are set aside as "Toana Day" for the wearing of traditional dress. Regular local cultural festivals are integrating students and parents in a joint national effort, reducing the alienation of schools from their communities. Special staff and funds are devoted to the promotion of national and local cultures as a major element of national self-respect.

   These developments are reinforced at the national level by the creation of an Institute of Papua New Guinea Studies, a National Arts School and a National Drama Group, together with the establishment of national and provincial cultural councils and the completion this year of a new building (K2.7 million/US $3 million) for a National Museum in Port Moresby. The input from professional students and practitioners of national art forms has resulted in a vigorous affirmation of national culture at new and impressive levels of excellence.

b) Cultural Basis for Curriculum - fresh attention is being given to the interlace between traditional cultures and modern curricula. For example, the Indigenous Mathematics Project is gathering

data on the many and diverse traditional mathematics systems as systems of cognitive organization which pupils bring with them to school. The major significance of these findings for methods of organizing instruction on appropriate local bases is only now being grasped, and is expected to lead to significant new developments in curriculum and teacher education.

c) Rural Self-reliance - major efforts have been made to link education and productivity. Two-thirds of secondary high school students are boarders and economic necessity has resulted in a gradual withdrawal of government subsidies to the extent that boarders are now 80 per cent self-reliant for maintenance through a combination of regular school production and parental contributions. The occasion has, of course, provided excellent scope for the introduction of improved agricultural methods at the schools and of greater student involvement in planning and budgeting production activities and in operating retail stores and other economic services related to student subsistence. Appropriate curricular adjustments have been hastened by a new awareness of the rapidly growing numbers of secondary school leavers for whom paid employment in the formal sector is no longer available.

These developments in the boarding secondary schools have been complemented by the development of a number of other alternative forms of post-primary education, focused on rural productivity and self-reliance. Some 15 'day' secondary schools have been opened, generally in rural areas which have been under-privileged in access to secondary education. These schools enrol students from a range of up to 15 miles from the school. 'Day' secondary schools also follow a curriculum which makes provision for daily involvement of the students in practical agricultural and commercial activities.

Other developments include 'skulanka' (school anchor), a two-year practical post-primary programme for school leavers returning to their communities and the Community Secondary Education Project (three years of post-primary correspondence lessons, sold at cost, tied to practical 'club'-directed community activities).

4. Enrolments. Table 1 summarizes enrolments in the various categories of schools over the period 1971-76 and, for comparison, projected enrolments for the period ending in 1980. It should be noted that:

a) There has been a steady expansion of primary and secondary enrolments over the period.

b) The Five-Year-Plan projections assume a capacity to expand at a greater rate than has been experienced in the first half of the decade.

c) Boarding Secondary School enrolments have been 'frozen' at 22,000 and all expansion now is by way of 'day' students, mostly in 'Day' Secondary Schools.

d) Skulanka enrolments, never large, tapered off until the scheme was terminated and the remaining students transferred to vocational centres.

e) Vocational Centre enrolments rose to 5,000, then were frozen.

f) Community Secondary Education enrolments have risen rapidly in response to demand.

Table 1. Papua New Guinea, enrolments 1971-1980, major categories

Year / Total all grades	Primary Schools	Secondary Schools	'Skulanka' Education	Vocational Centres	Community Secondary Education **
1971	203 814	18 609	-	3 130	-
1972	211 617	22 565	-	3 761	-
1973	218 167	25 318	-	4 165	-
1974	229 527	27 915	728	3 903	485
1975	238 267	28 916	608	5 415	1 000
1976	250 791	29 465	544	5 244	795
1977*	271 679	35 400	-	5 000	3 184
1978*	293 182	37 554	-	5 000	3 200
1979*	314 591	39 636	-	5 000	3 300
1980*	342 743	41 516	-	5 000	3 400

* Five-Year-Plan projections

** Based on actual numbers of courses sold to enrollees

5. Equity. A number of measures introduced during the decade have been helpful in reducing inequities in the distribution of educational opportunities. Perhaps the most significant of these was decentralization, because the participation of community representatives in the National Education Board has provided political pressures which work against enabling advantaged districts to preserve privilege at the

expense of the disadvantaged. With regard to primary teacher staffing, there has been steady progress in National Education Board action to reduce inequities among districts.

Another major move, this time in the direction of reducing inequities between communities, has been the introduction of the quota system in selection for secondary education from primary school. At the moment the proportion proceeding to secondary school is approximately one-third, so that in a typical district, the top one-third of Grade VI students in each primary school is selected for secondary school. The secondary selection examination is therefore concerned, not with selecting between schools but simply with selecting within particular schools. This does create remedial teaching problems for the staff of secondary schools, but it ensures that all communities which have primary schools have equal access to secondary education and to a share of the benefits which follow.

Until the passing of special legislation at the end of 1976, certain privileged schools, particularly those in the towns and those attended by (among others) the children of foreigners, had a much higher level of per-pupil government support than the average national school (approximately five-to-one). With the passing of the new legislation, all schools at a given level receive the same level of financial and staff support from the National Government. Any school seeking higher levels of services must fund these out of local resources (mainly fees charged to parents - now of the order of US$600/pupil/year). The effect of this legislation has been to free some US$3 million for re-distribution to educational services in less-advantaged areas.

In the area of non-formal education, adult education has suffered badly in the competition for funds with the formal school system. While it is true that in recent years the adult education establishment expanded from one to 22 positions, and that considerable effort is expended on extension activities by other Government Departments, it would be reasonable to argue that the rapid expansion of enrolments in a school system only 30 years old, alongside the relative neglect of the needs of adults, has increased inequities between generations.

In the financial year 1977-78, the estimated expenditure by government on adult education was 0.3 per cent of the Education Budget.

A government decision to rationalize Ministries in 1976 has resulted in the addition to the Ministry of Education the responsibility for culture, sports and recreation, and library services. When these offices are finally joined with the Education Department as part of one integrated organization, the administrative resources will be available for a much better co-ordinated attention to Non-Formal Education.

6. Budgeting and planning. Over the period 1974-77, the Educational System has benefited from the introduction in all government departments of a system of functional budgeting, whereby all expenditures are estimated and accounted for in relation to specific functions and activities; e.g. secondary schools, vocational centres, adult education and teacher education, all as separate activities. This has resulted in a much better informed approach to cost-benefit analysis in planning and administration.

More recently (late 1976) the creation of a Policy and Planning Division in the Education Ministry has made it possible to integrate such services as data collection and dissemination of information on educational developments with planning proposals and the servicing of various policy-making authorities. Allied with these are positions directed to budget analysis, rationalization of legislation and the decisions of various statutory authorities, proposing and servicing various development projects to make the best use of local and overseas (aid) resources, improving planning methods and services. A recently developed planning tool, of considerable potential for the coming period of examining alternative possibilities for national and provincial planning is a computer-based simulation model of the Papua New Guinea Educational System.

Emerging problems and possible solutions

1. Population growth. Current rates are 3.1 per cent, expected to grow to 3.5 per cent in the coming years before the recently initiated Population Awareness Programme makes the initiation of an effective control programme a reasonable possibility.

2. Inefficiency. Primary enrolment projections are based on an assumed retention rate of 82 per cent of Grade I entrants through to the end of Grade VI, but recent surveys of some provinces indicate a retention rate of only 60 per cent. This may in part be associated with the fall in the primary-secondary transition rate from approximately 70 to approximately 30 per cent in ten years.

In the transfer of responsibility for primary education costs to provincial governments, stress is being laid on the budgetary/planning alternatives foregone as a result of this wastage, in the hope of stirring up community concern close enough to the problem to take some effect.

3. Over-production. It has been estimated that by 1980, the accumulated surplus of secondary school leavers over the Five-Year-Plan period will reach 16,537. Curricular re-orientation is imperative, probably also structural re-organization.

4. Administrative needs. With the recently-appointed and relatively inexperienced cadre of national administrators already overcommitted, the introduction of provincial government and project budgeting (National Development Strategy, National Public Expenditure Programme) imposes substantial needs for training more educational planners and administrators. A project to investigate needs, assisted by the International Institute of Educational Planning, is to commence in August.

Action-oriented strategies for future development

1. The National Development Strategy. The National Development Strategy, by putting all government departments on a budgetary base of zero-increase and then requiring justification for additional grants in terms of projects to facilitate rural development, provides scope for rectifying former inequities. For example, adult education and non-formal education, once the 'Cinderellas' of the education budget, now start off with better funding prospects than formal schools.

2. National Pilot Projects. Rather than commit itself to any major upheaval in the educational system at this point, the Government is at various stages of planning/initiating/conducting pilot projects to test possibilities of new developments in major areas of education, all designed to take account of the national goal of expediting rural development. A number of projects implemented over the past few years have been only partly successful. Current and prospective pilot projects are designed to identify means of solving the shortcomings of various curriculum reforms to date.

Throughout our short history of a little over a quarter-century, the Papua New Guinea Education Department has been endeavouring to find means of ensuring that schools follow practical curricula that are related to the communities surrounding the schools. For example, in 1953 a 'rural bias' education centre, which based the general studies curriculum of the students around practical farming, livestock and building projects on a school block of approximately 80 hectares was started.

In the late 1960s and throughout the 1970s the Papua New Guinea Government has been developing a rapidly expanding (until 1975) system of 'vocational centres' (current enrolments of the order of 5,000) which provide a one-year programme of practical post-primary training for employment and self-employment opportunities appropriate to their local communities. By-and-large the vocational centres have failed to achieve these objectives. Students enrolling have generally been young and frustrated rejects for secondary school selection, immature and seeking some other means of getting back into the highly-prized formal secondary system. Few are found to be making use of their training after leaving the vocational centre.

This year the Department has initiated, with World Bank aid, a pilot project to test the feasibility of converting five vocational centres into effective Village Development Centres. The sole criterion for enrolment will be the desire to learn a skill that the centre can arrange to offer. The skill must be related to a village development activity that is likely to make use of the skilled villager on completion of training. Trainees are expected to be adults and mature adolescents, primary education is not a pre-requisite, instruction will be in whatever language is appropriate.

A number of experiments in re-orienting the secondary education system during the 1970s have also suffered from the drawbacks of being perceived as the disadvantaged half of dualistic systems. This has been the case with the 'Day' High Schools - community supported high schools intended to relate the students more closely to their communities by locating the schools close to the villages from which the students were provided.

The same problem has been experienced with the 'Skulanka', since replaced with the Community Secondary Education correspondence scheme, which failed to achieve its objectives when the organizers and students concentrated on completing the correspondence lessons at the expense of practical activities, with a view to getting back into the formal secondary schools.

Currently, thought has been given to ways of avoiding the dysfunctions of a dualistic system and this possibility is to be tested out by the Secondary Schools Community Extension Project (SSCEP), a pilot project at five selected secondary schools scattered throughout the country. At these schools (yet to be selected) all students following the secondary programme in Grades IX and X will spend one-third of their time in practical village-related extension activities in which an attempt will be made to develop their abilities to apply the curriculum to the solution of practical problems in their communities.

The project is to be substantially capitalized in an attempt to meet two basic conditions required if the dangers of dualism are to be avoided and the students are to combine genuine achievement of conceptual and skill development goals with the ability to see the relevance of what they have learned to local community needs.

The two conditions are that the school staff must be provided with adequate guidance to ways of relating the regular secondary curriculum to the practical problem-solving requirements of the communities surrounding the school and that the method of selection for further education must publicly and genuinely select on the criteria of initiative and ability in applying learning to the solution of practical problems in the community.

It is hoped to meet the first condition by the provision of a curriculum team of five members whose task would be to assist the staff of the project schools in developing materials and activities to enable the students to apply the content of the curriculum to the solution of practical community-related problems.

The second condition may be met by the provision of an educational measurement team of five members. Their task will be to develop selection methods which will make it possible to identify those students who show the most ability through the course in exercising initiative and leadership in applying the content of the curriculum to the solution of practical community-related problems. These problems will be found at the school, at practical project extension centres associated with the school and in practical projects located in the students' home communities.

3. Integrated Provincial Development Projects. The first of these, initiated this year with Asian Development Bank assistance, is concerned with a province-wide effort, co-ordinating all affected departments and agencies, to improve agriculture and nutrition in the East Sepik Province. The project involves primary, secondary and vocational centres in the province, and makes extensive use of the local Teachers' College for the in-service training of teachers engaged in the project.

PROGRAMMES FOR RURAL YOUTH IN THE PHILIPPINES

Philippines. University. Council for Asian Manpower Studies. *Alternatives for rural youth: three village-level case studies in the Philippines (a summary report)* by Gelia T. Castillo /and others/ Quezon City, Department of Agricultural Education, College of Agriculture, University of the Philippines, 1975. 134 p. mimeo. (Discussion paper series No. 75-02)

This publication presents a synthesis of the reports of three village-level case studies sponsored by the University of the Philippines at Los Banos, Laguna.

It starts with a description of the types of secondary school education for rural youth particularly that provided in the Barrio High School (BHS), the Barrio Development School (BDS) and the old 2-2 Plan High School. A BHS is a school that utilizes existing facilities of primary schools to provide secondary school education to out-of-school youth. Its curriculum is general academic and college preparatory. A BDS is a secondary school for the barrio youths who have decided to stay, live and work in the barrio as farm operators. The curriculum includes a supervised farming programme which is the core of classroom instruction, production agriculture, tool subjects and citizenship subjects. It is a terminal four-year curriculum; the students cannot go on to college. The 2-2 Plan High School provides a four-year curriculum wherein the students take the same subjects during the first two years and select either a college-preparatory or a vocational curriculum during the first two years and select either a college-preparatory or a vocational curriculum during the last two years.

The purpose of the three case studies was to provide the investigators insights into the dynamics and realities of village life. More specifically, the study examined: (i) In-school and out-of-school youths' education, employment, exposure to the outside world, geographic mobility, migration propensity, educational and occupational aspirations, perceived life chances compared to urban youths; (ii) Parents' aspirations and perceived opportunities for their children; (iii) Response of youth, parents, teachers and community leaders to the particular school system in their community; and (iv) The fate of the graduates themselves.

The three villages chosen for the case studies are: (i) Masaya, in Bay, Laguna which has a Barrio High School and a Pilot Barrio Development School; (ii) Malipo, in Guinobatan, Albay which has a Barrio High School; and (iii) Lucban, Quezon, which has a National High School. These three villages are described in the text.

The respondents are (i) In-school youths (ISY) - 555; (ii) Out-of-school youths (OSY) - 460; (iii) Parents - 32; (iv) Principals/teachers - 79; and (v) Community leaders - 34, a total of 1,860. The percentage of male respondents among the in-school youths was 53 and over 56 among the out-of-school youths. Because the responses showed no systematic differences between male-female and father-mother respondents, they were all grouped together in the analysis.

Summary of findings

1. College education is the dream of most ISY and OSY youths and of most parents for their children. College education is regarded as some kind of vague insurance for a better job and a better future, in spite of the youths' and parents' awareness of the existence of unemployed college graduates and successful non-degree holders.

2. Although majority of the youths have thought of farming as an occupation, it is not really a preferred occupation. It is only something to fall back on when the first choice (college education) fails to materialize. Attitude towards farming is ambivalent; it offers a good potential "if" conditions happen to be "right" and favourable, otherwise it becomes a risky enterprise.

3. Comparing their state of livelihood and life chances with those of youths from the barrio, from the town and from Manila, the out-of-school youths felt much more deprived than the in-school youths. The more urbanized the place of comparison, the worse-off the rural youths perceived their situation to be. However, the youths regarded their village as a desirable place of residence and Manila, a desirable place of work.

4. Being in school; having higher income and educational aspirations; and perception of studying as the alternative to the improvement of one's life are associated with higher propensity to migrate. The presence of a high school in the village is perceived by all as a positive development factor.

5. The most dramatic observations are the differences among the three communities studied with Masaya exhibiting the following characteristics:

a) Although more ISY than OSY aspire for college education in the three villages, in Masaya even among the ISY the proportion aspiring for college education is lower than for either Lucban or Malipo. Among the OSY, Masaya also has the highest proportion of gainfully employed, mostly as hired farm labour.

b) Masaya youths and parents were most satisfied with the life of the youth and have the most positive attitude toward farming as an occupation offering equal opportunities as other occupations.

c) Compared to the two other communities, Masaya youths also have the most favourable assessment of their village as a place of residence and as a place of work. They also have the greatest desire to stay in the village the rest of their life and the least inclination to move to Manila. More of the parents in Masaya than in Lucban or Malipo reported adequacy of family income.

d) Masaya appears to have a 'happy' situation where what they want in life is what the community offers. This village has diverse farm labour opportunities in rice, sugar-cane, coconuts, bananas, coffee, etc., and farm wages are higher than in Lucban and Malipo. More of the Masaya parents are migrants from other places, hence this village is already the product of a search for a better life on the part of the parents. Although Masaya is only 68 kilometers from Manila, the youths have much lower geographic mobility and exposure to the outside world than Lucban.

6. The 2-2 plan curriculum of the Lucban National High School shows that those who pursued the vocational curriculum can in effect, "have their cake and eat it too". The vocational curriculum graduates had no particular handicaps in getting entry into college-degree courses but on the other hand they did not have any real advantage in terms of greater employability than those who graduated from the college-preparatory curriculum.

7. In the Malipo Barrio High School the graduates, students, and their parents showed naive notions about the college-preparatory nature of their curriculum and the National College Entrance Examination (NCEE) requirement for admission to the University; yet they have the greatest desire for professional jobs. They were least aware of the phenomenon of the educated unemployed and those who were, attributed the unemployment to the laziness, lack of initiative and ambition on the part of the graduates themselves. Malipo has thought most of studying as a way out of an unsatisfactory life for the youth.

8. In a way, the BHS has a built-in "success factor" in its programme in the sense that its main objective is "to make possible equal opportunities for secondary school education for all regardless of birth or of the economic conditions of their parents, thus enabling all the people to achieve secondary school education." All acknowledged the fact that the BHS has provided village youths of secondary school age access to low-cost secondary education right near home. This makes it possible for them to go to school while at the same time helping in farming and household chores. Besides low cost and convenience, the only other major virtue of the BHS which is recognized is its college-preparatory character.

On the other hand, the BDS has a built-in "failure factor" because "it is a secondary school programme for the barrio youth who have decided to stay, live, and work in the barrio as a farm operator." Furthermore, the "ultimate measure of success of the BDS is the establishment of economic scale farming by the graduates." These two objectives are both difficult to realize because whether or not village youth would stay, live and work in the barrio as a farm operator is determined by factors beyond the control of the school and its curriculum. Results of the follow-up study of 12 BDS graduates showed that none of them became farm operators.

The heart of the BDS is the supervised farming programme. It is this feature of the school which has generated the most favourable comments from students, parents, teachers, and community leaders because students earn while studying and it also serves as an extension arm of the school in reaching farm families.

9. Alternatives for rural youths in the three communities are rather limited. For the out-of-school youths, majority are not gainfully employed. They were mostly unpaid family helpers in the farm and in household chores. Those who found paid jobs were employed as hired farm labour; semi-skilled factory worker; handicraft worker; dressmaker/tailor; domestic helper, etc. For those who were in secondary school, their dream was to go on to college, but only a few could actually do so. Their job opportunities were not much better than those who were out of school. The so-called gainfully employed among the OSY and the high school graduates have little earnings from their work, less than ₱100 a month for most and some make about ₱200.

Education, training, employment and migration

The educated unemployed and the unemployed out-of-school youth are two problems which have generated many solutions such as the vocationalization of secondary schools, institutionalization of NCEE and the

creation of the National Manpower and Youth Council (NMYC) and other agencies concerned with out-of-school education.

Resu'ts of studies have shown that establishing more high schools and even vocationalizing high school education would not improve the quality of the labour force and would not decrease the percentage of unemployment. The studies suggested that the better thing to do is to (i) upgrade the quality of formal education particularly in primary and secondary education; and (ii) initiate an all-out effort to increase employment opportunities, especially in non-formal occupations.

As regards training, the assessment made by Guererro et al of 87 OSY programmes suggested that OSY skills training programmes should consider the absorptive capacity of the economy for specific types of skills.

FUNCTIONAL LITERACY AND FAMILY LIFE PLANNING, THAILAND

Thailand. Ministry of Education. Adult Education Division. *The Thailand Functional Literacy and Family Life Planning Programme*. Bangkok, Ministry of Education [n.d.] 28 p. mimeo.

This brochure provides a brief background of the Thai non-formal education system and presents the objectives of the Functional Literacy and Family Life Planning Programme (FLFLP) of the Adult Education Division, Ministry of Education. It also describes the development of the curriculum, designing and production of textbooks and instructional materials, teacher education and recruitment of teachers, the teaching/learning process, evaluation and the different types of functional literacy and family life planning programmes.

The Adult Education Division has had several years of experience in organizing a variety of non-formal education programmes. In order to maintain unity and coherence of these programmes it was necessary to formulate a set of assumptions based on the conviction that education exists to serve man.

The first assumption is that man's ultimate goal in life is to reach happiness, which is defined as the state in which there is harmony among self, society and the environment.

The second assumption is that each individual can reach happiness if he possesses adequate knowledge and understanding about himself and about the society in which he lives and has acquired the technical skills necessary to bring about desired changes.

Curriculum

The curricula of the functional literacy and family life programme, are based on the needs and the problems of the target population, developed through the following procedure:

1. Survey of the target population with emphasis on existing problems, living conditions, learning needs and language;

2. Appointment of a Curriculum Development Committee consisting of educational officers in the target areas and representatives from agencies involved in rural development;

3. Selection of problems identified in the survey, data provided by experts from various fields and current problems in the country;

4. Formulation of curricular content based on the selected problems.

The existing curricula are divided into four areas: occupation, health, economics and civic responsibility. The nature of the content in each area as well as the proportion of the content devoted to each area depend on the conditions of the target group.

Design and production of textbooks and learning materials

The design of the text takes into consideration some potential problems. To sustain the interest of the adult learners, the textbooks consist of loose cards bound together. Because they receive the cards as the lessons are introduced, the students are motivated to attend class regularly. They can observe their own progress as they build their cards into books. The card also allows maximum flexibility and minimal cost in developing lessons suited to each locality. Several lessons can be inserted without printing entirely new editions.

The content is presented in local steps. Each concept is introduced by a picture with key words to stimulate discussion, an explanatory text, a summary and an exercise. These steps enable the students to refer to the text in their free time and at the same time, they help to reduce class preparation time of the teachers.

In order to aid the learners to improve their literacy and arithmetic skills, they are provided with exercise books. The exercise book for literacy skills is in Thai. It is intended to improve reading comprehension and composition skills. An exercise book in arithmetic is also provided to improve further the arithmetic skills of the learners. Teacher's handbooks and learning charts are provided to assist the teacher in teaching more effectively.

Recruitment and training of teachers

All FLFLP teachers, majority of whom are formal school teachers, are required to take a seven-day pre-service training in which they are taught the curriculum of FLFLP, educational psychology of adults, teaching techniques, evaluation and other aspects of the programme. During the training, the trainees are required to practise with a group of illiterates under observation of teachers and supervisors. The technique of group discussion is emphasized. After three months' teaching, a follow-up

meeting is held for all teachers to share experiences and discuss common problems.

Teaching-learning process

The main features of the teaching-learning process in the FLFLP are as follows:

1. The main teaching-learning process is the group discussion. Group discussion reduces dominance on the part of the teacher who should play only the role of consultant and catalyst.
2. There are very few rules and regulations in the group discussions. Participants can smoke, move ar . express their ideas freely. This creates a relaxing atm sphere which is conducive to effective learning.
3. Resource persons are invited to provide further information on problems that could not be solved by the class.
4. During group discussions, each group elects its Chairman and Secretary. All members take turn to serve in these positions.

The teaching in an FLFLP class follows the pattern given below:

1. Introduction and review of previous meeting;
2. Group discussion followed by a summary of points discussed;
3. Practice reading from the texts and doing arithmetic exercises.

Evaluation

Three types of evaluation are made:

1. A pre-test is given to all participants by local supervisors and educational officers to assess their reading, arithmetic skills and attitudes.
2. Three times during the course, the teachers will test the learners' ability and skills in reading, writing, arithmetic, information and changes in attitudes.
3. Post-test, to assess the progress of the students using the pre-test questionnaires.

Types of functional literacy and family life programmes

At present there are six types of FLFLP, each designed to serve a specific group of illiterates.

1. Classroom Sub-Project. Most FL classes are held in local primary school classrooms and are taught at night by school teachers. The class usually consists of 20 to 25 students. In some places, the wat or a student's house serves as the classroom. The teachers receive remuneration on the basis of 30 Baht per hour of a 200-hour curriculum completed in six months. Class meetings are arranged according to the students' convenience.

   All FL students have dropped out after Grade IV; 15 years old and above; not suffering from any grave illness; and are interested to study without any compulsion.

   The teachers are either volunteers or are recruited by the supervisor; are living and teaching in the area; are not attending summer teacher education courses; are holders of primary education certificate; and have been trained and given FL certificate by the General Education Department.

2. Volunteer Walking Teachers Sub-Project. In cases where a teacher cannot organize a class of at least 20 students, a volunteer walking teacher is employed to organize classes in several places where at least three students can attend the class. The teacher walks from one class to another during the week teaching three-four classes with a total enrolment of not less than 35. The teachers are also trained and receive the same remuneration as the teachers teaching FL classes.

3. Buddhist Monks FL Sub-Project. The use of Buddhist monks as FLFLP teachers started in early 1976. At present there are over 100 monks involved in the project in five provinces. A class may consist of at least three students or more and may meet as often as required by the FLFLP curriculum.

4. Radio Correspondence Sub-Project. This is another approach to increase the participation of illiterates in the FLFLP and to supplement the work of the walking teachers. The students meet among themselves to listen to the radio three times a week, 30 minutes at a time. After each broadcast, the students discuss the topics with the guidance of a volunteer leader and practise reading and writing as directed in the radio programme. The teacher meets the group for $1\frac{1}{2}$ hours per week to supervise their activities and check their exercises.

5. Hilltribes Sub-Project. Beginning in early 1977, this project is aimed at helping the hilltribes to improve the quality of their lives, creating a sense of belonging to Thailand; and developing

functional reading, writing and arithmetic skills. At present an FLFLP curriculum is being developed based on 108 urgent problems identified through surveys.

6. Teachers' College Sub-Project. This project started in 1976 using students from the teachers' colleges to teach FLFLP classes. This is an attempt to reach a larger group at a much lower cost and to provide first-hand experience to the student teachers in non-formal education. The students will teach on voluntary basis after having received training on functional literacy teaching. They will be supervised by the faculty of the colleges. Each student teacher will teach at least three adults for a period of three months as a requirement for practice teaching. The class may meet any time but should endeavour to complete 200 hours in three months.

VILLAGE PRIMARY EDUCATION IN PAKISTAN

Pakistan. Ministry of Education. Bureau of Educational Planning and Management. *Primary education in the villages of Pakistan, 1976-77.* Islamabad, 1977. 2 v.

The study attempts to ascertain the causes of drop-outs, quality of teaching, quality of supervision, adequacy of educational facilities, quality of instructional materials, relevance of curricula, and community needs, and is conducted by the Bureau of Educational Planning and Management, as a pre-requisite to the systematic design of a major programme for the improvement of primary education in Pakistan. The first survey covered a nation-wide sample of 416 rural villages, starting in early 1976.

The initially stated and the subsequently emerging objectives of this study have been to: design, field test and validate an educational needs assessment and planning model which would serve successfully in the rural areas of Pakistan; use this validated model in a selected number of villages of various types to successfully generate at least a five-year plan for the development of education therein; pilot test the implementation of a number of those five-year educational development plans to determine their usefulness and effectiveness. In addition, such implementation experience should identify promising educational innovations at the village level and give some indication as to the amount of external assistance required and how such assistance can best be channelled into the village school improvement; gather, tabulate, and analyse the extensive nation-wide data on schools, etc. These data should provide a basis for policy decisions and long-range planning and development for education in Pakistan; assess the management capabilities of the Government of Pakistan on the federal, provincial and district levels, with regard to an ability to successfully carry out a significant development project for improving primary education; strengthen the inter-relationships and the planning and research capabilities and productiveness of various educational research institutions in Pakistan.

As a result of these research efforts, the following tangible products are expected during the life-time of the project: the publication of at least 24 research studies; the development of a management capabilities assessment, nation-wide and by province, and in a limited number

of districts; the documentation of the unique and critical educational needs of a sampling of villages. These will represent at least one village in every province and in the Federal Territory; a set of national baseline data that can be used in the evaluation of educational efforts and experimentation for at least the next five years; at least five experimental pilot innovations in primary education that have been carefully designed and are being field-tested for successful implementation; a coordinated system of indicators of educational attainment culminating in a Gross Product of Education that has been designed, field tested, and compiled; a planning model for the development of primary education in Pakistan will be developed, field-tested and validated; the planning model consisting of needs assessment, the selection of a best alternative solution, a plan for implementation, and an evaluation design will be applied to at least eight villages. The plans produced will have been implemented and monitored in at least four villages; four national studies will be written for possible publication on the causes of drop-outs in the primary schools, curriculum validity of primary schools, primary school plant and facilities, and management capabilities for primary school development.

The initial survey of the limited 416 school nation-wide sample has already produced some tentative trends, such as the following:

- Approximately 30 per cent of the primary school age-group is attending school in villages with schools. Only one girl in four attends. Among the provinces, Punjab has the highest percentage of boys and girls in schools, and Baluchistan the lowest. However since the data covered only villages with schools for boys and girls, the data is probably positively biased. There are many situations where only boys' schools exist.

- By far the largest drop-out occurs between Grades I and II, when nearly 50 per cent of the girls and 40 per cent of the boys leave school. In Baluchistan and NWFP, only five per cent of the girls continue up to Grade V.

- Provincial differences in qualitative scores of education also indicate Sind and Punjab as highest and Baluchistan lowest.

- The opinion reasons for the boys' and girls' drop-out had much in common, with poverty heading the list. In the case of girls social and religious reasons were also cited.

- In the survey of pupil attendance relationships to village school and non-school measures, for the formal aspects of rural primary schools, some provinces score twice as high as others; boys' schools score consistently higher than girls' schools in

terms of facilities; girls' score above boys' schools in terms of learning environment; and Baluchistan is lowest in all measures while Sind tends to be highest. Similar trends were visible for non-formal education.

- Nation-wide, the quality of school buildings and facilities was found to have no significant relationship to pupil attendance. The same applied to school curriculum, and scores related to school personnel and administration. The only measure consistently related to pupil attendance, was a composite of all measures called "total village development". Separate boy-and-girl compilations further confirmed these conclusions.

- The preliminary analysis of the matched pairs data showed consistently and significantly, that, in comparison with those staying in school, at every grade level, the drop-outs: rated lower in health, intelligence, peer relations, social class/caste, self concept, work attitudes etc.; rated lower on parental attitude towards education, relationship with family, income, stability etc.; rated much lower on school success factors; rated much lower on basic skills and knowledge (literacy/numeracy).

- Improving school attendance and curbing pupil drop-out can best be met by a co-ordinated, mutually reinforcing series of village efforts. A thrust at improving adult attitudes and education, together with similar improvements in non-formal education, educational facilities, personnel, curriculum, pupil health, and motivation, appears to offer the most promising approach.

On-site surveys were also conducted in every province and in the Federal Capital Territory. While there was no attempt to make these village schools a random, statistically defensive sampling, nevertheless the District Education Officers were asked to help in the selection of typical villages, such that those chosen were to be representative in the sense that the major primary problems of the district would be manifest in the schools to be observed. Among the more significant insights gained in this survey was that in every village one or more acceptable and feasible alternative solution strategy was found. Many of the necessary changes required to reach the specified objective were relatively simple. The survey lent credence to the hypothesis that in nearly every rural village in Pakistan, the attendance in the primary schools can be dramatically increased by means of various feasible and locally acceptable solution strategies that required a relatively small amount of resources.

As a result of the preliminary studies, a major comprehensive project is being designed for the improvement of primary education in rural Pakistan in the years 1977-1979 onward.

EDUCATION IN THE THIRD MALAYSIA PLAN

Malaysia. *Third Malaysia Plan 1976-1980.* Kuala Lumpur, The Government Press, 1976. 430 p.

Fostering the national ideology of Rukunegara and contributing to national integration and unity are the principal functions assigned to education in the Third Malaysia Plan. Nation-building must be the overriding objective of a society which, as the Plan points out, continues to show significant economic imbalances between population groups and strives to overcome the traumatic experience of social conflict. The same objective also inspires Malaysia's New Economic Policy.

Chapter XXII of the Third Malaysia Plan is devoted to education and training. Brief and, at times, too concise in describing the programmes set forth, it gains considerably in substance if read in conjunction with related Chapters of the Plan, such as Chapter VIII on Population, Employment and Manpower Development, Chapter X on Regional Development, or Chapter XIV on Administrative Machinery for Planning and Administration.

As the Plan reviews advances in education and training during the years 1971-1975, the staggering quantitative expansion of the system becomes as clear as its increasing bias towards higher and relatively more expensive forms of learning. A five-year growth rate of 12.8 per cent for primary school enrolments contrasts sharply with the 80 per cent recorded in the upper secondary arts and science stream, or the 136.6 per cent growth in tertiary level enrolments. Alongside the formal system, a host of non-formal training programmes with vocational/technical focus have been conducted by such agencies as the Labour Ministry's Industrial Training Institutes, the MARA Vocational Institutes, the National Productivity Centre, and others. That the Third Malaysia Plan reviews and programmes these complementary forms of education and training not in isolation, but as a coherent strategy, is one of its many strong points.

Educational policies in Malaysia as delineated in the Third Malaysia Plan will be characterized by five major thrusts:

1. The objective of national unity and integration will make the progressive introduction of Bahasa Malaysia as the main medium of instruction at all levels of education imperative. The Plan also aims at integrating the somewhat different education and training systems of Sabah and Sarawak into the national system, and proposes to expand the use of Bahasa Malaysia in the primary schools of these States.

2. Educational opportunities for the poor will be extended through such measures as systematic pre-school education in areas where poverty groups are dominant, the progressive amalgamation of small schools in rural areas into viable educational units, and continuation of the textbook loan scheme as well as health and nutritional programmes for poor pupils. This emphasis is apparently the outcome of the Report on School Dropouts in Malaysia published in 1973.[1]

3. The education and training system will be geared to equip youth with the knowledge and skills necessary for their effective participation in developing the economy. For this purpose, the teaching of science and mathematics at primary and lower secondary levels will be strengthened; science, technical, and vocational courses in upper secondary education will be expanded to cover the majority of enrolments at this level by 1980. In tertiary education, the intake of liberal arts students will be progressively reduced, and priority will be given to diploma level courses so as to meet the sizeable demand for manpower at the sub-professional level. Finally, vocational training programmes outside the Ministry of Education will be more closely co-ordinated with each other, and the private sector will be encouraged to play a more active role in relating training programmes to the needs of employment. A National Industrial Training Council, with representation of the public and private sectors, will formulate recommendations on how the private sector can be more effectively involved in the financing of industrial training.

4. Continuing efforts will be made to increase enrolments among Malay students so as to bring about a balance that accords with the long-term objective of restructuring the composition of employment in professional, technical, and managerial occupations.

5. The planning and administrative capacity of the Ministry of Education, particularly at the State level, will be strengthened

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1. It was reviewed in "*Education in Asia*", Number 4, September 1973.

under the Third Malaysia Plan. Little is said on how this will be achieved, though Chapter XIV on Administrative Machinery for Planning and Administration outlines some of the possible measures. It would seem, in particular, that the crucial problem of inter-sectoral planning in a progressively decentralized administrative set-up would have merited a more detailed treatment in the Plan.

Overall, public development expenditure for education and training during the Third Malaysia Plan will exceed the previous plan allocation by 119 per cent. Primary education stands out as the undisputed priority sector with a budgetary growth rate of 205 per cent, much higher that the additional 85 per cent anticipated for secondary general education. Secondary vocational and technical education are to receive a slightly reduced allocation, while vocational courses offered by agencies such as MARA and the Ministry of Labour and Manpower will expand under a development budget that is more than twice the Second Malaysia Plan allocation. The development budget also testifies to the special effort for improving education in Sabah and Sarawak during the Third Malaysia Plan: while for Peninsular Malaysia the Plan allocation for education and training will roughly double, Sabah and Sarawak will exceed the Second Malaysia Plan allocations by 223 per cent and 209 per cent, respectively.

NON-FORMAL EDUCATION FOR DROP-OUT CHILDREN, INDIA

Rawat, D.S. *Non-formal education for drop-out children and rural development, why? what? and how?* New Delhi, National Council of Educational Research and Training, 1977. 68 p.

The booklet summarizes mainly the three year experiences at a project in Bhumiadhar, Uttar Pradesh, India, and confines itself to activities in the non-formal education of drop-outs of age-range 6-14 years, and the adoption of multiple entry to learning.

The first three sections of the booklet provide the rationale and philosophy applied in the project activities, and cover the reasons for the non-formal mode, the particular nature of the mode utilized, and the methodologies adopted.

Subsequent sections of the booklet deal with the surveys and selection of the project area; and the execution of the project, including the planning, establishing of community participation, identifying resources, starting the non-formal education centre, preparing learning instructional materials, introducing functional and productive environmental studies and methodologies of practical learning and teaching related to socio-economic development.

These sections are richly illustrated with a variety of references to incidents in the Bhumiadhar project.

The major conclusions from the experiences so far are that it is essential to relate the non-formal education to socio-economic development programmes and work-experiences; the community has to be intimately involved in all the stages of the project activities from planning onwards; flexibility of time-tabling is essential to permit the educational activities to fit the convenience of the learners; dedication by the teacher/leader is an essential pre-requisite; training of teachers for such project activities are best done on the spot and the mode needs to be on-the-job training; the centres providing the learning activities have to be given a large measure of autonomy; co-ordination with other departments and agencies is essential.

The booklet has a brief statement on the project costs, and provides examples of the survey schedule proforma; two sample units from the environmental studies curriculum; a note on the work-experience programme; and a selection of observations made by visitors to the project.

EMPLOYMENT OF UNIVERSITY GRADUATES IN THAILAND

Nikom Chandravithun. *Employment of university graduates, Thailand's experiences.* Bangkok, Department of Labour, 1974. 33 p.

This study of the employment situation for university graduates in Thailand is hidden in a small anthology of papers on manpower and labour relations, most of them written for employers, unionists, or labour administrators rather than for educational planners. The author, Director-General of the Thai Department of Labour until 1976, has managed to draw together reasonably up-to-date and comprehensive statistical data in a field where lack of information has frequently hampered analysis and remedial action.

A cursory review of the institutional and quantitative development of higher education in Thailand is followed by an analysis of recent trends in the supply of university graduates. Their employment situation is discussed in relation to the emerging problems of unemployment, prevailing placement mechanisms and recruitment strategies of Government and industry. The paper concludes with an assessment of manpower requirements implied by the Third Five-Year-Plan targets and recommends a series of measures aimed at easing the absorption of highly qualified manpower into Thailand's labour market.

The development of higher education in Thailand dates back to 1916, the founding year of the prestigious Chulalongkorn University at Bangkok. It took some 50 years from that date for the first institutions of higher learning to be set up outside the capital itself. The Private Colleges Act of 1969 led to the establishment of several private colleges. At the time of writing, Thailand had 13 institutions of higher learning under the jurisdiction of the Government, along with ten privately-managed establishments.

The output of university graduates began to rise rapidly during the Second Five-Year Plan (1967-1971). The 13,266 students graduating in 1971 meant an increase of 88 per cent over the 1967 figure. This trend continued during the Third Five-Year Plan period, as the establishment of the 'open' university of Ramkamhaeng along with several newly founded private colleges boosted the number of graduates.

Their distribution by field of study is hardly different from the pattern found in other developing countries of Asia. During the five years of the Second Development Plan, graduates in education accounted for 25.6 per cent, and social science graduates for another 24.2 per cent of the total; another 15.5 per cent graduated in medical sciences, leaving a poor 34.7 per cent to all other fields of study, including not only natural sciences, engineering, and agriculture, but fine arts, law and the humanities as well. Present indications are that the share of graduates in education and social science continued to rise during the Third Development Plan period.

Most of Thailand's university graduates have obtained employment, and it appears that they do so with relative ease. In 1972, a mere 3.3 per cent of the economically active persons with university qualification were unemployed. The average waiting time in seeking employment appeared to be less than three months. The Government sector absorbed more than half of Thailand's university graduates, although the salaries it offers are distinctly inferior to those paid in private industry.

The study suggests that employment prospects for university graduates will improve further during the Third and Fourth Development Plans, so much so that distinct shortage situations with regard to certain categories of highly qualified manpower might arise. That in the face of such predictions an unemployment problem should exist at all sounds illogical. Over-supply of university graduates - apparently the crux of the question of educated unemployed in other Asian countries - seems indeed a remote prospect for Thailand. Yet there are signs that a laissez-faire policy of university expansion might soon lead to an impasse: the rate of unemployment among university graduates, while still small, follows an upward trend. New entrants into the labour market are particularly affected - it is they who account for no less than 84 per cent of the unemployment rate. Certain surplus categories of highly qualified manpower - such as graduates in the social sciences face increasingly longer waiting times in seeking employment.

The emerging problem of unemployment of the educated in Thailand is, according to this study, mainly of the "structural" type. Three significant explanations are advanced:

1. The distribution of university graduates by field of study does not tally with the occupations most sought after by the labour market. Shortages in fields such as engineering, science or medicine are aggravated by international brain drain. They co-exist with marked over-supply, and hence employment difficulties, in the popular field of social sciences.

2. A surplus of highly qualified manpower in Bangkok goes hand-in-hand with a dearth of such persons in the rural areas of Thailand. The refusal by most university graduates to accept employment in the rural areas is mainly responsible for this structural imbalance.

3. Industry frequently rejects new graduates because they are ill-equipped for the world of work. Instead, fierce competition for graduates already in employment arises, and a large number of expatriates continue to be employed at a high cost to the economy.

The study concludes with a number of well-reasoned policy recommendations aimed at preventing the problem of educated unemployed in Thailand from assuming the serious proportions it has reached in other Asian countries.

Closer co-ordination between educational and economic planners, that would include the planning of higher education curricula, is felt to be imperative. Programmes for generating rural employment, coupled with incentives for university graduates to take up work outside the capital, are deemed equally necessary. Priority is also assigned to the strengthening of vocational and career guidance services in high schools and universities. Finally, the author calls for the inclusion of work experience programmes into the last two academic years prior to graduation - a proposal likely to cause quite a stir in the more traditional academic community of Thailand.

WORK-EXPERIENCE IN SCHOOLS, ORISSA, INDIA

Orissa, India. State Institute of Education. *A study of the existing pattern of work-experience in the primary schools of Orissa, a sample survey, 1975-1976.* Bhunbaneswar, The Institute [1976] 45 p.

The sample survey was conducted, by the State Institute of Education, Orissa, over all of the 40 educational districts of the State of Orissa, at the rate of eight primary schools per district. The selection of the schools was on a stratified random sampling basis incorporating remote rural areas, rural areas, tribal/hilly areas, semi-urban areas, urban areas, and separate girls' schools. A comprehensive questionnaire was used as the instrument, to be answered by the principals and teachers.

The Study located 34 types of work-experience engaged-in by primary children, relating to health and environmental sanitation; food; clothing; shelter; recreation; academic work; crafts and technical work. Of these 34 types of work-experience, only seven took place in more than 50 per cent of the schools, four in 25-50 per cent, eight in ten to 25 per cent, and all others in less than ten per cent of the schools. In the most frequent category were school/classroom cleaning, flower gardening and kitchen gardening in school. Activities directly related to the world of work and occupations featured as least frequent.

Group activities in pupil work-experience programmes were reported by 64.5 per cent of the schools, and teachers from some 82 per cent of the schools were also associated with the pupil programmes.

There were virtually no records of work-experience, as 97 per cent of the schools had no record at all. Apparently work-experience was not considered by the schools as an integral component of the learning curriculum, in spite of the educational objectives of work-experience being specified in official policy documents.

Productive manual labour, such as vegetable production and some simple crafts, was present in some 55 per cent of the schools. But in only 31 per cent of the schools were the goods marketed, and then predominantly within the school. Only one per cent of the schools sent goods to markets outside the immediate neighbourhood. Of those with marketing practices, financial returns indicate an average profit of some 50 per cent. The sale proceeds were used in a variety of ways, but mainly for re-investment in work activities, and for school improvements. Some use was also made for school meals and medicine for pupils.

Tools used by children were generally uncomplicated, locally-made ones. Surrounding work places and factories have been used by some 34 per cent of the schools, but about a third of these were only for visits. Fifty-three per cent of the schools reported that the children do engage in the processes of working family trades at home, although only 20 per cent of the schools reported actively encouraging the children in these activities. Thirty per cent of the schools, however, would welcome the introduction of the home trades in a future school curriculum, with about 50 per cent of the schools willing to give equal weightage to the trades, as for traditional examination subjects.

Eighty-two per cent of the schools have encouraged pupils to render social services in the locality, and the activities ranged from village cleaning to construction work and help during natural calamities.

School principals indicated generally optimistic responses as to whether work experience can be an instrument for positive attitude change and social action.

The Study concludes that the manual activities are generally informal, ad hoc, and traditional, and recommends that the Orissa State Institute of Education execute the following plan of action:

- Contact the schools where productive manual activities like toy-making, fruit-cultivation, crop-cultivation, pottery, cane and bamboo-work, wood-work, plasticine-work, pisci-culture, dyeing and leather-work are in practice, in order to examine the nature and scope of such activities there and seek ways for the improvement of such activities in the light of the curricular change in the ten-year schooling;
- Prepare instructional materials and teachers' handbooks on the above productive types of work in collaboration with appropriate experts and institutions;
- Develop an evaluation model for the proper evaluation of the work of students as well as teachers under the programme. This should be prepared for the purposes of certification;
- Examine whether the family trades like carpentry, blacksmithy, oil milling and weaving in the environs of the schools can be included in the general programme of school education;
- Prepare instructional materials and teachers' handbooks;
- Work out an evaluation model in this respect.

SCHOLASTIC ACHIEVEMENT IN PRIMARY SCHOOLS, THAILAND

Thailand. Joint Project of the National Education Commission, Ministry of Interior, Ministry of Education. *A study of primary schooling in Thailand, factors affecting scholastic achievement of the primary school pupils, final report* /prepared by/ William P. Fuller and Amrung Chantavanich. Bangkok, 1977. 107 p. mimeo.

This study was a joint project of the National Education Commission, the Ministry of Interior (which administers primary schools), and the Ministry of Education. An attempt was made to find out factors hypothesized to influence scholastic achievement of primary school pupils in Thailand, such as schooling qualities, pupil characteristics and socio-economic background, to determine which factor or group of factors is associated with scholastic achievement, and establish the extent to which these factors collectively account for variation in achievement.

The main sample was a stratified probability sample composed of 23,555 Grade III pupils, and 987 teachers from all types of schools and regions throughout the country, taken in 1973. A sub-sample of 1,753 parents was drawn from home visits and interviews. The main sample purported to study pupil characteristics and the schooling quality factor, while the sub-sample attempted to study the pupil socio-economic background factor. A total of seven tests, questionnaires, inventories and interview schedules were used for the analysis of data on scholastic achievement, schooling qualities, teacher and pupil characteristics, and home background. The statistical treatment involved stepwise multiple regression analyses, to find out a factor or group of factors that would account directly for variation of scholastic achievement.

The findings of the study were:

a) Results of national data analyses

- School size, pupil socio-economic background (father occupation), pre-primary education, and grade repetition are the most important variables collectively influencing scholastic achievement. Pupils in large schools of more than 300 pupils, who have good socio-economic backgrounds, had

attended kindergartens, and never repeated any grade, get high scores. Among these variables, the effect of socio-economic background is essentially strong and inseparable from the schooling quality factor.

- The variables that relate to achievement, but account for a small portion of scholastic achievement variation are pupil-teacher ratio, space per pupil, teacher qualifications, and availability of textbooks. Some of the variables which are important determinants of school expenditures, may be considered for adjustment, in order to reduce the cost, with relatively slight influence on pupil performance.

- The variables which are associated weakly and negatively with achievement are pupil absence, distance from home to school, and pupil age. Pupils who are older, take longer time walking from home to school, are often absent and have lower levels of achievement.

b) Results of regional data analyses

- The variables which are strongly and weakly related to scholastic achievement are common for all regions and are similar to those variables which are indicative of achievement in the national study.

- School size, father occupation, pre-primary education, grade repetition, pupil absence record, and teacher's general perception of children's learning abilities, contribute the most significant effect on scholastic achievement of all regions.

- Father occupation, which identifies social class or socio-economic background of the family, can well indicate variation of scholastic achievement of all regions except the Central Plain (especially Bangkok).

c) Result of type-of-school data analyses

- Grade repetition is the variable that accounts for achievement in every type of school. School size is important in all except municipal schools.

- Father occupation is relatively important in indicating achievement in provincial schools.

- Teacher qualification contributes little to scholastic achievement in private, municipal and provincial schools, and has no contribution to explain variance in the schools of the Department of General Education.

d) Result of socio-economic background data analyses

- Home location, (Central) Thai language, and father occupation are the best group of variables that account for scholastic achievement variation. The next best group is television watching and newspaper reading. The variables that provide insignificant effects are education of father, and education of brothers and sisters.

The study makes special mention of its own limitations and warns that the results should be taken with caution. Among the limitations mentioned are: problems of identifying and measuring factors hypothesized to affect school performance; multivariate studies generally having intractable measurement difficulties; biases and assumptions in the cross-sectoral studies, such as the schooling qualities, teacher characteristics and composition of the peer group were similar in Grades I, II as in Grade III; the assumption of linear relationship between scholastic achievement and schooling, pupil and home factors.

NEW TASKS FOR TEACHERS IN THE PHILIPPINES

Philippines. National Research and Development Centre for Teacher Education. *Study on the tasks and skills required for teachers in national development,* conducted with assistance from United Nations Children's Fund. Manila, 1977. 74 p.

A strong direction of movement in Philippine education has been indicated by the increasing extent of involvement of teachers in socio-economic development efforts. The demand for direct participation of the schools in socio-economic and cultural development necessitates diversification of the teachers' tasks and activities in a magnitude and direction that greatly differs from the past. Their many tasks detach them from the confines of the classroom to the wide domain of the community

This study, conducted by the Philippines National Research and Development Centre for Teacher Education of the Department of Education and Culture, sought to identify teachers' new roles and tasks, and implicit competencies. As Phase I, the study identified many of these roles and the reactions of teachers and other education personnel and of the community to them. Phase II will develop sample curriculum materials for pre- and in-service education of teachers, related to the new roles and tasks.

The study procedure involved the selection of four types of community: agricultural, fishing, small industrial, and fishing/agro/industrial. The main instruments were questionnaires and structured interviews, with the 128 school personnel chosen at random. In addition 24 Government officers, 56 parents and community officials were also randomly included in the sampling. Limited follow-up interviews were also used to check data.

The study revealed that activities classroom teachers perform directly related to the various national development programmes do not differ from one type of community to another - farming, fishing, small industrial, and fishing-agro-industrial. Many of these activities are an integral part of their normal school work through integration with the existing subjects and co-curricular activities. Some activities are done within the school premises and in community settings outside of the teacher's official time schedule.

Many of the activities outside of official time schedule and related to national development programmes are done without regularity or specific time duration since these are implementing activities of government projects that are either short-term, seasonal, occasional, periodic or done only when the need arises. Considering, however, that these are numerous and varied, the teachers estimated that the time they spend per week for these activities ranges from 12 to 15 hours.

Although these activities, in some instances, help to enrich and reinforce the curricular learnings of the pupils, the classroom teachers feel that they are overloaded and their involvement in the various development projects take out time and effort that otherwise could be devoted to their normal school work. The overloading of the teachers is also felt by the educational administrators and the non-school personnel respondents. The overloading of teachers is aggravated by the numerous demands on their time and effort on the innovations that have been recently introduced in the schools. These innovations also required new tasks and skills in the teachers in class management, curriculum development, evaluation and related educational activities.

The teachers do not receive extra compensation for the various activities performed outside their official time in relation with the national development programmes. However, the teachers feel that the work and the experience are very rewarding. The non-school personnel respondents are unanimous in suggesting that some sort of compensation be given to the teachers for their extra work. The educational administrators feel that these extra activities should be done by the field workers of the various agencies such as the Department of Health, Department of Local Government and Community Development, Department of Agriculture, Department of Youth and Sports Development, and others.

The active participation of the teachers in the different development projects requires of them new tasks and skills. It is their feeling, however, that the competencies and practical skills needed in these new tasks have been learned and acquired during their pre-service college work and in the in-service education programmes they have attended. The educational administrators, however, believe that the teachers need more training in management and leadership, public relations, and some specific practical skills. The non-school personnel agree with the educational administrators on these skills that should be further developed among some of the teachers.

The teachers are divided on their attitude on the extra activities expected and at times required of them in connection with the various development projects. Some teachers consider these additional tasks as part of their responsibilities as government employees and as

concerned citizens in the community; hence, they derive a sense of satisfaction from their contribution to the total national development effort. Others, however, feel that they participate in these extra activities in deference to their school superiors who want them to be actively involved. The non-school respondents aver that the success of most, if not all, community development projects is due to a large extent to the involvement of the teachers and other school personnel. The participation of most parents in several community undertakings is readily solicited by the teachers through their pupils. Such activities as election, referendum, plebicite, and census taking, require the active involvement of teachers for efficiency and the achievement of goals.

NOTES ON ASIAN DOCUMENTS

The Educational Documentation and Information Service of the Unesco Regional Office for Education in Asia continues to build up its documentation resources, which include a major collection of publications on education in the Asian region. The following notes signal some interesting documents recently received.

Bangladesh. Ministry of Education. Education Division. *Development of primary education in Bangladesh (1976-1978).* Dacca, 1976. 45 p.

This scheme was set up to consolidate and improve the existing primary education system for the remaining ($2\frac{1}{2}$ years) of the first Five-year Plan; no plans for expansion are included. Part I of the scheme sets forth standards for physical facilities of primary schools including the use of jute-reinforced plastic roofs for primary schools in cyclone areas. Part II concentrates on specific objectives for improvement and development of primary education and indicates financial requirements, cost benefit and schedule of work to meet the standards specified in Part I of the scheme. For an elaboration of statistical figures presented in the text, readers are referred to the annexes.

Conference on National and Academic Libraries in Malaysia and Singapore, Universiti Sains Malaysia, Penang, 1-3 March 1974. *Proceedings,* ed. by Lim Huck Tee /and/ Rashidah Begum. Penang, Persatuan Perpustakaan Malaysia/Library Association of Singapore, 1975. vi, 218 p.

The Conference was organized with the following objectives in mind: -1. To discuss the role of national and academic libraries in national development. -2. To evaluate the performance of national and academic libraries. -3. To discuss common problems faced by libraries and to seek solutions. -4. To discuss the possibility of setting up co-operative book purchasing and book processing programmes. -5. To

examine the feasibility of computerizing some of the library routines currently undertaken by manual methods.

The papers in this volume cover the planning of national and academic libraries in the context of national development, bibliographic control and services, reader services and library co-operation, and thus help make up for the current lack of documentation on libraries in Malaysia and Singapore.

India. National Council of Educational Research and Training (NCERT). *Innovations in education in India, Part I. An inventory.* New Delhi, 1977. 67 p.

This inventory contains brief accounts of some of the innovative practices, selected out of the fairly large number of innovations being carried out in educational institutions. Some of the practices are oriented toward socio-economic and educational development while others are basically school-oriented. They are grouped under the following categories: Innovations related to socio-economic educational development, Educational management, Curriculum development, Educational technology, and Science education. The innovations tend to indicate a concern for bringing the school and community together, and an effort to interlink school and out-of-school education.

India. National Council of Educational Research and Training (NCERT). Department of Education in Science and Mathematics. *Organisation of training programme for inspecting officers and science supervisors (a suggested model).* New Delhi, 1977. 131 p.

The major objectives of this in-service training programme for inspecting officers are: -1. To provide information about the UNICEF-assisted Science Education Programme (SEP). -2. To acquaint the trainees with the philosophy and materials of SEP and to impart an awareness of the recent trends in science education. -3. To acquaint the trainees with the role and functions of science supervisors and to evolve a pattern of functional relationship between the administrative and supervisory staff. -4. To provide guidance and orientation to inspecting officers for as many of their functions as possible.

India. National Council of Educational Research and Training. Department of Education in Science and Mathematics. *Organisation of training programme for method masters (a suggested model)* New Delhi, 1977. 168 p.

To carry out the aim of the Science Education Programme (SEP) in India of providing opportunities for science teachers at primary and middle school levels to participate in the wide movement for the reform of science teaching, a model for a training programme was developed. The programme attempts to show how the content of science topics may be enriched and made suitable for different grade levels. The programme also aims to develop skills and competency in the use of NCERT test materials and kits including the usage of UNICEF supplied equipment. In addition to developing understanding, skills, attitudes and methods for transmitting new science content; the programme encourages independent and creative thinking towards improvisation and use of locally available materials as well as the local environment.

India. National Council of Educational Research and Training. Department of Education in Science and Mathematics. *Organisation of training programme for workshop instructors (a suggested model)* New Delhi, 1977. 121 p. illus.

This manual contains five chapters. The first chapter contains the suggested model for the training of workshop instructors for 10-15 days with a syllabus for the training course and details of instructional work. The second chapter introduces workshop tools and their use. Emphasis has been laid on the importance of observing safety measures. The third chapter gives information on the properties and applications of commonly used materials (wood and metals). The fourth chapter suggests important steps to observe before starting a project and provides a list of useful assignment projects. The last chapter which is on evaluation serves two purposes, one for evaluating the effectiveness of the programme, and the second for evaluating the progress of the trainee. The appendices include lists of tools supplied under the UNICEF-assisted Science Education Programme (SEP). The manual is illustrated with photographs which identify workshop tools, and for some selected tools illustrations show how they are handled.

India. National Council of Educational Research and Training. National Seminar on Innovations in Education, New Delhi, 19-21 April 1976. *Report*. New Delhi, 1977. 42 p.

During the last few years, there have been several experiments and innovative projects carried out to meet the social and educational challenges in India, posed by the rapid expansion of education and the common desire to make education socially relevant and individually meaningful. A list of innovations in education across the country has been prepared by the Department of Education in the NCERT which also conducted an intensive case study on twenty selected innovations. They were further examined in a National Seminar. This report contains a brief account of the deliberations of the Seminar.

Korean Educational Development Institute, Seoul. *A preliminary study on the development of tests of basic skills*. Seoul, 1976. 66 p. (Research report, no. 31) In Korean with an English abstract.

This study attempts to identify problems which are encountered in the development of tests concerning basic skills learned in primary and middle schools. The specific tasks of the study are: -1. Defining the concept of basic skills. -2. Selecting the elements of basic skills. -3. Finding ways to construct tests of basic skills. -4. Exploring the methods to validate the tests. -5. Identifying alternatives for useful implementation of the tests. From the results of the study, guidelines for the construction, validating and use of tests are given.

Malaysia. Ministry of Education. Curriculum Development Centre. Compensatory Education Unit. *Some suggested objectives of pre-school education for Malaysia*. [Kuala Lumpur, 1976?] 99 p.

This publication defines and elaborates on specific objectives of pre-school education as related to the general objectives specified in an earlier publication, *A guide-book for Kindergarten, Malaysia*, also issued by the Ministry of Education. The books are planned to complement and enrich each other. The specific objectives cover: Socio-emotional objectives, Perceptual-motor objectives, Health objectives, Cognitive objectives, Early language development and pre-reading objectives, Art and craft objectives, and Music objectives. Although

the specific objectives defined are intended to give direction for curriculum development and evaluation, these objectives will guide teachers helping children especially from disadvantaged environments. The objectives are also seen as a way of orienting pre-schools with a formal curriculum and parents with the concept that pre-schools are child-centred and concerned with the development of happy, creative, healthy and curious children.

National Institute for Educational Research (NIER), Japan. *Modern educational history of Japan.* Tokyo, 1973. 10 v. In Japanese.

This publication which comes in ten volumes presents the history and development of education in Japan for the last 100 years. It took more than 80 educationists and ten years to collect and analyse the historical facts presented in this monumental reference work. Volumes 1 and 2 describe the developmental history of educational policy including educational administration, management and finance. Volumes 3 to 6 deal with all the levels of school education including infant and special education. Volumes 7 and 8 discuss the history and development of social education. Volumes 9 and 10 deal with industrial education including technical education, agricultural education, fisheries education and other vocational types of education.

Project Work Newsletter (quarterly publication by the Project Work Unit of the Curriculum Development Centre, Colombo, Sri Lanka) (1)1976-

The Newsletter serves as a forum for reports on innovative work projects in schools, exchange of experiences and information about projects, discussions about the development of project work programmes, and also reports on innovative developments in Sri Lanka and abroad.

Sri Lanka. Ministry of Education. Curriculum Development Centre. *In-plant-education; a handbook.* Colombo, 1976. 11 p.

In-plant education refers to the educational experiences that students can assimilate in a factory, farm or any other working place. This handbook provides guidelines to regional directors, education officers and other field officers on how to organize in-plant education projects in their areas.

Sri Lanka. Ministry of Education. Curriculum Development Centre. *Project work.* Colombo, 1976. 3 v.
Vol. I: *Handbook; senior secondary curriculum.* 34 p.
Vol. II: *Pupil and project evaluation; a guide to teachers.* 11 p.
Vol. III: *Pupil and project evaluation; handbook for evaluators.* 10 p.

Project work is an innovation in the Higher National Certificate of Education (HNCE) programme, and is accorded high priority in the new curriculum. The thinking behind the Project is that by giving students an opportunity to engage themselves in community based work, students' knowledge will be put into practical use and they will learn to understand their own society and the problems facing the society. The handbooks prepared are to guide the teachers and students in project work, and are not meant to be definitive documents. The Ministry of Education hopes that the handbook will also stimulate new ideas and methods for involvement of teachers and youth in development work.

Thailand. Ministry of Education. Adult Education Division. *Adult education in Thailand 1976.* Bangkok, Kurusapha Ladprao Press, 1976. 38 p.

This publication discusses the principles of adult education and presents some of the adult education programmes in Thailand including statistics related to these programmes. Briefly, the policies governing adult education in Thailand are: -1. To develop a decentralized system of administration. -2. To co-ordinate adult education activities among governmental and non-governmental agencies. -3. To provide equal opportunity in education for all, especially the disadvantaged groups. -4. To accelerate non-formal education programmes in the rural areas. -5. To induce "Khit-pen" (thinking) capabilities among the learners through provision of adequate information, knowledge and skills. -6. To promote research and the application of technology in non-formal education. The adult education programmes presented in this publication are: Interest Group Programmes, Mobile Vocational Training Programmes, Functional Literacy Programmes, Village Newspaper Reading Centres, Radio Correspondence and Television for Non-formal Education, General Education Project, Vocational Adult Education Project, Public Libraries, Public Education Activities, and the Centre for Book Donations.

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